DOCUMENT RESUME

ED 146 237 UD 017 311

TITLE 1976 Youth Enrichment Summer, YES.
INSTITUTION Yadkin Valley Economic Development District, Inc., Walnut Cove, N.C.
PUB DATE 76
NOTE 23p.; Not available in hard copy due to marginal legibility of the original document

EDRS PRICE MF-$0.83 Plus Postage. HC Not Available from EDRS.
DESCRIPTORS Developmental Guidance; *Disadvantaged Youth; Dropouts; Human Development; Manpower Development; *Remedial Instruction; *Secondary Education; *Special Programs; *Summer Programs; *Vocational Development
IDENTIFIERS *North Carolina

ABSTRACT

This report describes an experimental project to provide alternative employment and vocational training programs to talented disadvantaged young persons. The target audience for the project was disadvantaged youths with exceptional learning abilities, i.e., youths who were unemployed or underemployed and who needed basic and remedial education to enter or re-enter the labor market, and high school seniors about to enter the labor market. Thirty-five students, ages 16 to 21, attended the program at Surry Community College in the summer of 1976. Each student was paid $2.30 per hour for time spent in school. The major goal of the project was to enhance and encourage the educational, occupational, and personal growth and development of the participants. The students attended classes in vocational and technical subjects, as well as participating in courses on human potential, human resources, and human relations. Descriptions of activities and courses offered, information on cost and programming, some test results, and instructors' and student participants' comments are included. On the basis of positive results achieved in this program, the report recommends more widespread implementation of similar programs. (Author/GC)

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1976
YOUTH
ENRICHMENT
SUMMER

YES

AUG 15 1977

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INTRODUCTION

This report describes an experimental project to provide alternative employment and vocational training programs to talented disadvantaged young persons. Hopefully, this will encourage prime sponsors and other agencies to develop projects to meet similar needs.

The exposure and training experienced by these youth produces a new foundation to help them make decisions and to set obtainable goals for themselves. Goals setting and decision-making skills will increase the employability of these young persons and will enable them to become more economically and personally independent.

The renewed interest in school and the increased positive self-image evident through the expressions on the faces of the participants, saying in essence, "I like myself and now I can start liking others," were the most important contributions of the project.

Funds for this project were provided by the North Carolina Office of Employment and Training under Title III of the Comprehensive Employment and Training Act (CETA).

YADKIN VALLEY ECONOMIC DEVELOPMENT DISTRICT, INC
YADKIN VALLEY EMPLOYMENT AND TRAINING SERVICES
POST OFFICE BOX 309
RIVER ROAD
BOONVILLE, NORTH CAROLINA 27011

ACKNOWLEDGEMENT

The interest and cooperation of Surry Community College, Dobson, North Carolina made Y. E. S. possible

SUMMARY OF ACTIVITIES

Trainees took vocational and technical courses, the Human Potential Seminar, Human Relations, and a specially designed Human Resources course. Vocationally - related courses included typing, accounting, speech; and worked towards completion of the General Educational Equivalency (GED).

The Human Potential Seminar involved personal growth sessions aimed at motivating the students to return to school, enter into the world of work, and develop positive attitudes which could contribute to their personal and economic independence.

Human Relations included confidence-building activities, and emphasized the development of cooperative relationships with others at home, at school and on the job.

Human Resources covered a study of the broad variety of services available locally, as well as observation trips to work sites of public and private employers in the area.

Students participated five weeks and received an allowance of $2.30 per hour for the thirty-five (35) hours they spent in class per week.

Transportation to and from school, a major problem in rural areas, was provided through Yadkin Valley Transportation Services.

Vocational evaluative testing revealed previous learning deficiencies, and remedial courses of instruction were developed in reading and mathematics.

Through positive personal re-enforcement and the successful experience of being on a college campus, students developed an increased confidence in themselves and in their abilities to continue in school, work, and training.

GOALS AND OBJECTIVES

GOAL

The major goal was to enhance and encourage the educational, occupational, personal growth and development of disadvantaged youth, particularly those who have exceptional learning abilities

OBJECTIVES

*Provide training to 35 disadvantaged youth age 16-21 from Davie, Surry, Stokes, and Yadkin Counties between July 12, 1976 and September 30, 1976.

*Expose disadvantaged youth to broadening educational and vocational learning experiences through enrollment in summer vocational classroom sessions and occupational field experiences.

*Provide remedial educational courses to disadvantaged youth identified by school guidance counselors as possessing exceptional abilities but may be underachieving or who could profit from advanced work in a local community college.

*To provide human development training to youth.

It was expected that the following approximate projections would be realized:

53 contacted through outreach will enter intake
42 going through intake will be assessed
35 assessed will enter training
35 entering training will complete training
14 completing training will be placed or will return to school

In fact, the following levels were reached:

55 contacted through outreach entered intake
35 going through intake entered assessment
32 assessed entered training
26 entering training completed training
24 completing training were placed or returned to school

TARGET GROUP PRIORITIES

Disadvantaged youth with exceptional learning abilities.

Youth age 16-21 who were unemployed or underemployed and who needed basic and remedial education to enter or re-enter the labor market.

High school seniors about to enter the labor market.

PROBLEMS OF YOUTH UNEMPLOYMENT

High school dropouts are not generally motivated to return to school.

Disadvantaged young people often have substandard reading and math skills and this a barrier to their future employability.

Disadvantaged young people often do not posses independent life skills and this is a barrier to their future employability.

Disadvantaged young people often lack a broad educational and vocational exposure, thereby limiting their perceived ideas as to employment and life alternatives.

PROGRAMMATIC PROBLEMS

Previous work/training programs have not identified or focused on the needs of talented disadvantaged young people.

Traditional youth programs have not emphasized motivational and human development training.

Few alternatives to current and traditional employment and training programs for young people have been explored.

Traditional GED has not been combined with classroom remedial work.

PROGRAM DESIGN

The following is an outline of activities which were conducted during the second summer session of Surry Community College, Dobson, North Carolina, July 12 through August 20, 1976:

MORNING

8-10 a. m.	College Reading Skills	Data Processing
	Remedial Math	Marriage & Family
	Typing I	Tennis
	Speech	Safety & First Aid
	General Educational Development for high school dropouts	
10-12 a. m.	Swimming	Introduction to Business
	General Psychology	Speech
	Speed Reading	Remedial Math
LUNCH	All allowance was provided for the cost of lunch.	

AFTERNOON

1-2 p. m.	
M-Th	Life & Employment Skills
2-4 M-W	Human Potential Seminar
T-Th	Human Resources
1-4 Fri.	Career awareness and field experiences

DESCRIPTION

Participants received an allowance of $2.30 per hour of classroom training attended, or excused, up to 35 hours per week.

To the extent practical, classroom participation was arranged within the regular summer course schedule of Surry Community College.

Surry Community College provided instructors for the project in remedial and vocationally enriching courses.

Youth participated in field learning experiences arranged through Surry Community College exposing them to a wide variety of practical work situations.

For youth who would not be returning to school, the project coordinated further work experience, classroom training or on-the-job training through the on-going 1976 Summer Youth Employment and Training operated under Title III of CETA.

DESCRIPTION

Counseling was provided to youth to assist them in identifying their occupational and academic goals and in acheiving those goals.

The Human Potential Seminar provided personal growth experiences and fostered the development of a positive self-image.

The Human Resources section included a broad survey of human and community activities, including services and learning opportunities which are available in the community.

Occupational areas surveyed were technical, professional, agricultural and business.

Life skills assisted the participants in developing personal independence and economic self-sufficiency.

Employment skills emphasized ways to seek, find, and keep a job to assist participants in functioning successfully in the world of work.

Youth who had not completed their high school education were enrolled in the learning lab at the college during the morning.

Participation in health and physical fitness activities was encouraged.

MAJOR COURSES

SPEECH

Speech and the ability to communicate effectively was identified as one major barrier to employment opportunities for disadvantaged youth. Improvement of their skills in this area would also increase their future employability. During the Y. E. S. Program students were enrolled in a special section of Speech arranged by the College.

The experience of preparing remarks for presentation and of delivering extemporaneous talks before an audience helped to develop self-confidence and enabled them to become more articulate in the expression and organization of their thoughts.

READING

Through previous counseling work and assessment of disadvantaged youth, the YES staff observed that their reading skills were often substandard and that this a barrier to their finding and retaining employment. Consequently, the College Reading Skills Section was arranged to improve their skills in this area. At Surry Community College the section is taught through individualized learning laboratories which allows students to progress at their own levels and in areas of their own interest.

Pre-placement testing was conducted to determine current reading skill levels. At the time of entry, students averaged a grade level of 7.47 (seventh grade, fifth month). In testing at the completion of the course after five weeks of participation the average was 7.78 (seventh grade, seventh month) one student raised her reading level from 7.8 to 9.2 (ninth grade second month) in the five weeks.

The following are the pre-test and post test scores:

Pre-Test	Post Test
7.0	7.4
7.1	7.9
7.7	----
7.0	7.1
7.0	9.2
7.0	7.0
8.4	8.6
8.5	----
7.2	7.5
7.2	7.5
7.7	8.5
7.0	7.0

HUMAN POTENTIAL SEMINAR

Individual growth and personal awareness experiences were provided by the Human Potential Seminar conducted by Surry Community College instructors. Three separate sections were developed with ten participants in each section.

The Human Potential Seminar is a structured small group experience. In contrast to traditional group therapy, the basic principle is that persons most effectively actualize or develop their own potential by working from a positive base of understanding themselves and their environment.

The Human Potential Seminar is not sensitivity training or an encounter group. The group experiences are structured rather than open-ended and spontaneity occurs within that process. The Human Potential Seminar focuses primarily on what the student has going for himself, on his personal resources rather than on his hang-ups and weaknessess.

HUMAN RELATIONS

One of the major needs identified during assessment was the absence of vocational goals and life direction. Students did not have particular objectives or goals defined concerning their education, skill training, and employment.

The purpose of the Human Relations course was to expand life survival skills and occupational skills to assist in achieving economic independence. This involved visits to local employers, role-playing interviews using video tape equipment and exploring occupational alternatives in classroom settings. Setting goals and objectives for their life and work was part of the overall frame-work of the course.

The Human Relations course was held on the Surry Community College campus every afternoon for one hour, Monday through Thursday, and for three hours on Friday. This course helped the participants learn the different skills necessary to obtain employment in varied occupations.
The Strong-Campbell interest test was taken during the first session, returned and discussed a couple of weeks after the beginning of the program. Discussion was open for anyone to express feelings about this type test and to determine whether it gives a true picture of their interest. Visitations were made to the classroom by professional's in all walks of life. These visitors created new interests and opportunities for the participants.

In addition to the individual counseling provided by the project staff, it was determined that group counseling would provide benefits from interactions among the students and at the same time the opportunity to provide large amounts of information. The Human Relations course was conducted with these goals in mind.

HUMAN RESOURCES

One of the major purposes of the Y. E. S. Program was to meet the total needs of the individual and, as much as possible, their families. Disadvantaged families often are not aware of the resources and services which are available to assist them in finding solutions to their problems. Previous experience at Surry Community College had also demonstrated that group sessions can be successful in providing this information.

The Human Resources course provided information concerning Federal, state, and community agencies, which offer provided assistance for individuals. The class had guest speakers from Social Services Departments, Mental Health Departments, and Child Care Centers and also visited these agencies.

INSTRUCTORS COMMENTS

The instructors made suggestions concerning planning of the program. They felt because of the depth of some of the material being presented that the age needed to be restricted to rising seniors and high school dropouts with the maturity and abilities to accomplish college level material. The Human Potential Seminar material requires the participant to be more mature than the average sixteen year old student.

The length of the program was not adequate to make significant improvement in the skill deficiencies of the participants. It was suggested that the first five weeks of the summer session be devoted to values clarification, vocation/career exploration and group experiences to increase self-esteem. In the second session follow the course schedule as it was this summer, thereby reducing the amount of material for the student to assimulate in such a short period of time.

The instructors indicated a need to give diagnostic test before the first day of class and have pre-counseling with students about various Surry Community College policies (conduct on campus, class tardiness, expectations of courses, etc...) Indication was also made to have more staff consultations with the instructors before the classes begin on such matters as, selection of students involved, and goals of the program.

One instructor commented, "Perhaps, the best evaluation of the program came from the students as they each spoke during the certificates presentation program. They mentioned small things, such as comments, that had meant a great deal to them. Many of the students indicated that their self-image had improved."

PARTICIPANTS COMMENTS

The participants were skeptical in the beginning about the Y. E. S. Program. Many of them felt they would not like it, but found in a short time that it was a valuable experience. New avenues were opened to them and gave them something to look forward to after completion of the G. E. D. or High School.

The instructor took an interest in the students, explained the work thoroughly and showed them new ways to approach difficult math, English or reading problems.

One participant commented that she felt she had changed the way she thinks about people. "I used to think that people who finished school and go on to college think they're better than people who dropout." Maybe a lot smarter, but not better!", another commented.

ADMINISTRATION

Allowances were paid locally by the program operator based on time sheets submitted weekly. There were very few problems with this system. Time sheets were collected after class on Friday and normally checks were available for distribution by Tuesday of the next week. Invoices for school costs were handled by the college submitting bills for allowable costs and these were paid directly.

The advantages of this system over current allowance payment systems are considerable. Principally, they involve the reduced amount of time which it takes for processing checks to participants and for paying accounts to the college. Currently allowance payment systems operate through the Employment Security Commission and require about two months to enter participants into the computer for payment. This creates a hardship for students who are disadvantaged and have difficulty waiting the long period of time for the first check. If this system had been used for this project the checks would not have arrived until a month after the completion of the project.

PLANNING

The need for good planning and adequate preparation prior to initiation of a project is always evident. In recruitment, this is necessary in order to meet the target group objectives as well as to accomplish coordination with on-going school activities and to get support from the local school officials. The initial contact made with guidance counselors and principals was instumental in their understanding and support of the project.

Several officials indicated hesistancy in enrolling high school students and other dropouts, whose class had not graduated, into a college program. They were not certain as to how this would affect their returning to school and wished to minimize any possible conflict which may occur when high school students wish to begin a college program prior to their high school graduation.

All emphasized that credit could not be given in high school for a college course taken during the program. However, there was no objection to deferred college credit being given.

Transportation schedules need to be worked out well in advance, if possible. There was much confusion the first few days until arrangements were made.

Time should be allocated to pre-testing so that appropriate materials and schedules can be arranged for most suitable placement.

Adequate orientation of the college staff must be completed so that there is a common understanding of the purpose, goals, objectives, and procedures. Joint staff conferences should be arranged for smooth project start-up and common focus of efforts.

RESULTS

Although the Y. E. S. Program lasted only five weeks, accomplishments were made by many of the participants. One completed her G. E. D. during the third week of the program. Several found new outlooks on life and a chance for a brighter future. One participant commented on the fact that for the first time he was able to do math fractions. Four participants were able to stay in college in the Individual Referral Program. Eight enrollees were encouraged to work on their G. E. D. and have continued to work towards it after completion of the program. Other accnievements were made that are difficult to evaluate, but the expressions on the participants faces when discussing the program is proof enough that they were made.

Youth Enrichment Summer was a way of providing an alternative approach for employment and training disadvantaged youth. It provided a variety of opportunities for these youths that no other program has offered.

RECOMMENDATIONS

1. Alternative employment and training approaches for young people to be explored and tested.

2. Motivation and human development training be given a higher priority for youth employment and training.

3. Youth projects provide a broad educational and voational exposure.

4. Allowance payments for classroom training programs be handled through the local program operator.

5. The special needs of talented disadvantaged young people be recognized and supported.

6. Vocational guidance counseling be considered a major objective of future CETA programs.

7. Increased resources be allocated to serve the needs of high school dropouts.

8. Classroom training projects during the summer be scheduled to run both summer sessions or about ten weeks.

9. Pre-enrollment diagnostic testings be conducted for appropriate placement in remedial work.

YOUTH ENRICHMENT SUMMER PROJECT 1976

SUMMARY OF PARTICIPANT CHARACTERISTICS

NUMBER OF STUDENTS ENTERING PROJECT	32
NUMBER OF STUDENTS COMPLETING PROJECT	26
NUMBER OF TERMINATIONS	6

WHITES	8
BLACKS	18
MALE	5
FEMALE	21
DAVIE	5
STOKES	7
SURRY	9
YADKIN	5

AGE	
16-18	22
19-21	4

HIGHEST GRADE COMPLETED	
7th	1
8th	3
9th	4
10th	9
11th	9

COSTS

* Average each student		Total
total	$868	$ 22,575
Administrative	$48	$ 1,246
Services	$209	$ 5,423
Counseling	$71	$ 1,835
Transportation	$138	$ 3,587
Tuition/Supplies	$76	$ 1,014
Allowances	$535	$ 13,864

* Based on 26 average enrollments

1-31-77

YES

1-27-77

To Participants
Supervisors

Phyllis Martin

This program that you all had lasted Summer was very much nice I thought. I would like too get that program again this year to. I really enjoyed it very much I didn't think I was going to like it at first until it turn out just fine and well I thought. The reason I enjoyed it was that was first time that I had been to a College. My Evaluation is, it was a success and not to many problems that could not be solved. And I accomplish's to read faster and typie and many resources and at the last to get up in front of a group of people and read a poem and a story one without beening shy. Mrs. Bell was very nice to, to. everone and I loved her as much I I love my baby. Now you no there is a lots of love. She always had a smile any where you saw her going or coming. I would like to be in a program like this Summer, fall and Spring.

if you all have it this year. I am going to love to be in it and I want you all to call me and let me no. I was a student west I was going over at Surry Comm. Col. But this year I yours truly
want to be a full time
student again: Phyllis
Martin

2177

YES

Tamra Price
Rt. 3, Box 381-A
Walnut Cove, N.C. 27052
January 30, 1977

Roy Thomasson, Director
Yadkin Valley Economic Development District, Inc.
P.O. Box 309
Booneville, N.C. 27011

Dear Sirs:

I feel that CETA is a very worthwhile organization. I learned alot about people and a bout myself this summer. Coordinator of the program that I was in, Nancy Bell, was a great help to all of us. Earning college credits and experiencing college life reassured me that I wanted to continue my education after high school. Besides, receiving money to go to shool is fantastic, of course value can't al2 ways be measured with money. Field trips were a good sup lement to our book learning.

The ride to Dobson each day was very exhausting. It would be a great help if this program could be started at other Institutes of Learning nearer by. That way more young people could benefit from it.

I truly enjoyed being a participant in your program.

Sincerely yours,

Tamra Price

Tamra Price

Sharon Hampton

July 30, 1976 Surry Community College

Doing In school at Surry Community College is very nice. I enjoy going to school there very much. I think that if I were to graduate from high school and get my diploma I would really like to go to college over there. I like the way they handle their classes. They also have some nice people over there. I thought I wouldn't going to like it but after I got over there and met a lot of new people I enjoy it very much for the past 2 weeks I have had a good time with all my new friend I am looking forward for this job against next year at Surry Community College and I thought it was going to be hard to find the classes but I find them all myself. I and looking forward for this again.

1- The courses in which I participated in, meeting new friends and getting acquainted with the faculty on campus

2- [redacted] the lunches

3- I feel the program was really great and there's really nothing I would change.

classes- I learned alot in most of them. The teachers were very polite and seemed involved with the students
transportation- The transportation route was excellent!!
Allowance system- it was okay except some students didn't have as many classes but still got paid the same as others whom had classes all day
Instructors- good!!
Counselors- good!!
Activities- The field trips were great and it really seemed to help alot
Others- this progeam simply great

4- Yes it's helped me improve my typing alot. And the Human Potential classes has helped me learn alot about myself.

Roy,

I think the Ceta program really accomplished alot. I know that I myself benefited a great deal from this. If there is a program like this in '77 I would like to be included in the enrollment. I feel like if I could really have the time to sit down and study I would be able to get my G.E.D, but I don't have time, because of my work. That's why I think it's important to provide income when the students are enrolled. If there aren't any more programs like this, then someone like myself may miss a good education. I think that its more important to concentrate on dropouts rather than on school students when seeking out students for the program.

Sincerely,
Linda J. Tate

1-25-77

765

Mr. Thomasson

During the Summer I took part in your CETA III Program. I think the program did everyone a great deal of good. It helped alot to the get there O.E.O. and let them find out a little more about school and education. How to get along with other people. It showed me myself a little better. It helped me to find out somethings I wanted to do in life. I think you should keep the program if you can it really helped a lot of kids find themself's and let them find out what college is like.

After the program was over I stayed Back to School and somethings came up and I had to Stop. I just think you should try to under Stand why Some people had have to Stop School. I hope to go Back next year after my Baby comes But your program did not act as if you would help.

I just think you should try to under Stand a little bit Better. But as for as the Education I did get. I really enjoyed it so very much. and I would like to Say Nancy Bell kep the classes together she is really great with kids and I think Someone should tell her.

Phyllis Adams

1/25/77

I was in the program at Luzerne Community College and I loved it very much. Every morning I was looking forward to going to school. I hope this summer you will have the same like last summer.

I really learned alot of things I didn't know. In the letter you sent me, you asked what position I [redacted] held in the program. I was just like the other students, we just took different classes and got paid.

If you have the program this summer be sure to let me know. I think you shouldn't change nothing, but I wish we could go on trips like [redacted] Canowinds or Tuesie.

Lisa Cockaba